



Home Support Pack

SECOND EDITION

Level 2

Teacher Please Note

When you begin a new Unit:

1. Select the Home Support Pack sheets that correspond to the current Unit.
2. Sign the Introductory Unit Letter to Families.
3. Add 2-3 copies of the Writing Grid Homework Sheet (depending on the number of weeks in the Unit) to the end of the pack.
4. Make enough copies of a complete pack for each student to take home.

You can order free copies of a brochure called *Helping Your Child Learn to Read: A Parent Guide: Preschool through Grade 3*. This parent guide is helpful in explaining the concepts taught in Foundations®. Download the document at www.nichd.nih.gov.

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Printed in the U.S.A.
October 2014

ISBN 978-1-56778-306-3



Item # F2HMAP2 | ISBN 978-1-56778-306-3

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Dear Family:

A new school year has been launched! This year, I shall be using a program called ***Fundations® Level 2***. (You can learn more about it online at www.wilsonlanguage.com.) Fundations provides a systematic and explicit approach to reading and spelling with phonics. Research indicates that systematic and explicit phonics instruction is effective for all children. We will combine this phonics instruction with the reading of good literature, which is just as important for your child's development.

Research also proves that when a child has a "Coach" in addition to a classroom teacher, the child makes significant progress. Let's be a "team" - I shall be the teacher, and you the Coach.

In order to take on that role, I will send you the necessary tools. You shall be kept informed of what is happening in the classroom and you shall be given suggestions and a guide as to what can be happening at home.

Please read the Fundations letters that I send home. These letters will contain updates, program information, and activity suggestions. Set aside time to do the home activities with your child. Monitor your child's progress and share successes as well as concerns with me. (This pack includes reference material which you will need for upcoming lessons.)

I look forward to a very successful year as we work together with your child!

Sincerely,





Help Develop Oral Expression And Vocabulary

You can help your child develop **oral language** (the spoken word) with the following ideas. Do these anytime you are with your child:

1. Encourage your child to answer “wonder” statements.

Say such things as “I wonder why a dog barks.” Or say, “I wonder if Grandpa likes spinach.”

2. Help your child expand his / her vocabulary by rephrasing.

When your child says something such as, “He’s scared,” you could say, “Yes, the dog barks because he is frightened, you are correct!”

3. Ask open-ended questions.

Do not ask, “Are you raking leaves?” (The child would simply answer, “yes.”) Instead, ask, “What are you doing with your rake?” The child will answer you and then you can rephrase the answer to further develop vocabulary (see # 2).

4. Limit the amount of TV

However, if your child watches a children’s program, talk about it (see #'s 1, 2, 3).

5. Provide household props that encourage pretend play.

Use spoons/ pans in the bathtub; cups/ teapots /dolls; small rakes/ shovels. While playing, be sure to talk through your actions (see #'s 1, 2, 3).

Verbally interacting with your child simply means taking every opportunity to talk with your child. With our busy lives, interactions between adults and children are often directive (“do this,” “do that,”) or negative (“stop hitting,” “don’t run.”) Try to break this pattern whenever possible. Both you and the child will have pleasant experiences and you will be helping to develop oral expression and vocabulary.

Fundations® Six Types of Syllables in English

This year, I will review closed and v-e syllables and teach the six types of syllables in English.

Closed Syllable

- 1 This syllable can only have **one vowel**.
- 2 The vowel is followed by **one or more consonants** (closed in).
- 3 The vowel sound is **short**, marked with a breve (˘).
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

up hat ship last

Mark-up Sample

lăst
c

Vowel-Consonant-e Syllable

- 1 This syllable has a **vowel**, then a **consonant**, then an **e**.
- 2 The first vowel has a **long** sound, marked with a macron (ˉ).
- 3 The **e** is silent.
- 4 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

bike ape stove

Mark-up Sample

stōvĕ
v-e

Open Syllable

- 1 This syllable has only **one vowel** which is the last letter in the syllable.
- 2 The vowel sound is **long**, marked with a macron (ˉ).
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

I be shy hi

Mark-up Sample

hī
o

R-Controlled Syllable

- 1 This syllable contains a single vowel followed by an **r** (**ar**, **er**, **ir**, **or**, **ur**).
- 2 The vowel is neither **long** nor **short**; it is controlled by the **r**.
- 3 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

start fir hurt art

Mark-up Sample

ar
r

Double Vowel - "D" Syllable

- 1 This syllable contains a **vowel digraph** or a **diphthong**. These are vowel teams.
- 2 This syllable can be combined with other syllables to make **multisyllabic** words.

Examples

beat feel eight new

Mark-up Sample

ew
d

Consonant-le Syllable

- 1 This syllable has only three letters: a **consonant**, an **l**, and an **e**.
- 2 The **e** is silent. It is the vowel. Every syllable needs at least one vowel. The consonant and the **l** are sounded like a blend.
- 3 This syllable must be the last syllable in a **multisyllabic** word.

Examples

cradle little bubble

Mark-up Sample

bl blĕ
-le